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## PREFACE

**T**HIS bibliography has been prepared in response to requests by many of the teachers engaged in the expanded project on education for international understanding which is being carried out in India under the auspices of the National Commission for Cooperation with Unesco. Its purpose is to provide teachers, educationists and others responsible for school or out-of-school programmes with information concerning a wide range of materials useful in education for international understanding.

While the scope of the bibliography is broad, it is not an exhaustive list of available materials. The information contained in it is based mainly on the resources of the library of the Indian National Commission and reflects the limitations and imbalances of these resources. An attempt has been made, however, to produce a general list which despite obvious lacunae would be a helpful tool for the educator who wishes to undertake action to promote international understanding through school or out-of-school education.

The entries include books, articles, documents and audio-visual materials grouped under eight main headings:—

1. GENERAL WORKS
2. EXPERIMENTS AND RESEARCH
3. OUT-OF-SCHOOL EDUCATION

4. TEACHERS AND TEACHER EDUCATION
5. TEACHING AIDS AND METHODS
6. CURRICULUM
7. EDUCATIONAL EXCHANGES
8. BACKGROUND READING MATERIALS

It is hoped that it will be possible in future to publish more comprehensive bibliographies on some of the subjects included in the present list. This publication may, therefore, be regarded as the first of a series planned by the Indian National Commission for Cooperation with Unesco.

The occasion for publication of the bibliography was the National Seminar on Education for International Understanding held by the Indian National Commission in New Delhi from 14 to 19 December 1964.

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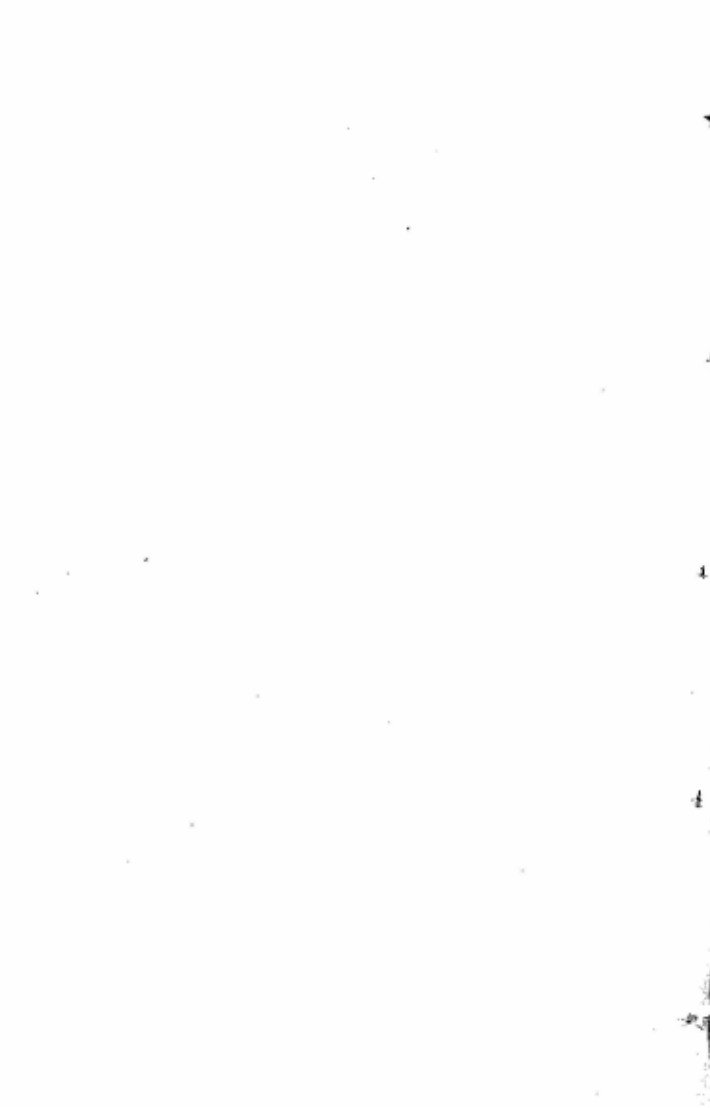
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Books and articles are entered by title in alphabetical order and documents according to their numbers within each section. Special issues of periodicals are listed under Books.

A sample entry like the following :

*Call to teachers to produce responsible men and women.* Jawaharlal Nehru. Journal of the Mysore State Education Federation 15 (6) September 1961. p. 125-128.

would mean an article entitled 'Call to teachers to produce responsible men and women' by Jawaharlal Nehru on pages 125-128 of the Journal of the Mysore State Education Federation, Volume 15 No. 6, September 1961.



## GENERAL WORKS

*See also : Curriculum—International Teaching; Background Reading Material—Further Reading*

## BOOKS

Wilson, Howard E.

*American college life as education in world outlook.* Washington, American Council on Education, 1956. 195 p.

Dean, V. M.

*American student and the non-western world.* Cambridge (Mass.), Harvard University Press, 1956.

*Approaches to an understanding of world affairs.* National Council for the Social Studies Yearbook, 1954.

Beust, Nora E., and Broderick, Gertrude G.

*Books to help build international understanding and supplement of radio recordings.* Washington, U.S. Department of Health, Education, and Welfare, 1956. 31 p.

Beauchamp, Mary, and others.

*Building brotherhood: what can elementary schools do?* N.Y., National Conference of Christians and Jews, 1952.

Davis, Jerome.

*Citizens of one world.* N. Y., Citadel Press, 1961. 220 p.

Brown, F. J.

*Conflicting attitudes towards national responsibility pertaining to world affairs.* (In American Council on Education. Causes of public unrest pertaining to education, p. 67-71).



Pribram, K.

*Conflicting patterns of thought*. Washington, Public Affairs Press, 1949. 176p.

The author sets out to analyse four types of thought—universalist, organicist, nominalist and dialectic—and thereafter, to determine the social, political and economic consequences of each. He argues that lack of understanding between the nations is probably due more to differences in ways of thought than to differences of language.

McMurry, Ruth Emily, and Lee, Munia.

*(The) Cultural approach: another way in international relations*. Chapel Hill, University of North Carolina Press, 1947. 280p.

Anderson, H. R.

*Developing an understanding of world affairs*. National Council for the Social Studies Yearbook, 1954.

Johnson, Charles S.

*Education and the cultural crisis*. N.Y., Macmillan, 1961. 113p.

Spindler, George Dearborn, ed.

*Education and culture—anthropological approaches*. London, Holt, Rinehart and Winston, 1963.

Bereday, George Z.F., and Lauwerys, Joseph A., eds.

*Education and international life*. London, Evans 1964. 493p.

(At head of title: *The Yearbook of Education* 1964)

This work is a veritable warehouse of food for thought, treating international co-operation simultaneously as an on-going sociological, psychological, cultural and political phenomenon, and probing deeply into the teaching of international understanding.

Prescott, Daniel A.

*Education and international relations: a study of the social forces that determine the influence of education*. Cambridge (Mass.), Harvard University Press, 1930. 168p. (Harvard Studies in Education, Vol. 14).

National Education Association and American Association of School Administrators. Educational Policies Commission.

*Education and the people's peace*. Washington, Educational Policies Commission, 1943. 62p.

Stanley, William O.

*Education and social integration*. N. Y., Bureau of Publications, Teachers College, Columbia University, 1953. 290p.

Garforth, F. W.

*Education and social purpose*. London, Oldbourne, 1962. 174p.

Castle, Edgar Bradshaw.

*Education and world citizenship*. London, Council for Education in World Citizenship, 1947. 20p.

An attempt to discover whether it is possible to educate men and women into a conception of world citizenship, and to consider the means by which this should be done.

Saiyidain, K. G.

*Education, culture and the social order*. 2nd ed. Bombay, Asia Publishing House, 1959.

Cunningham, K. S., and Radford, W. C., eds.

*Education for complete living: the challenge of today*. Melbourne, Australian Council for Educational Research, 1938. 682p.

International Education Assembly. 2nd., Hood College, Frederick, Md., 1944. *Education for a free society*. Washington, International Education Assembly, 1944. 32p.

Outlines the principal characteristics of an educational system that will promote general welfare, and suggests steps to be taken for achieving this goal.

Caldwell, O. J.

*Education for international relations*. (In Educational Conference, 1954. *Education in a free world*. p. 77-91).

International Education Assembly. 1st., Harper Ferry, W. Va., 1942.

*Education for international security*. Washington, International Education Assembly, 1943. 30p.

Proposals of the Assembly endorsed by the Liaison Committee for International Education.

*Education for international understanding: examples and suggestions for classroom use*. Paris, Unesco, 1959. 116p.

Adam, Thomas R.

*Education for international understanding*. N.Y., Institute of Adult Education, Teachers College, Columbia University, 1948. 181p.

Best, Rupert J., ed.

*Education for international understanding*. London, New Education Fellowship, 1948. 360p.

Selected addresses to the International Conference on Education for International Understanding, held in Australia, from 31 August to 12 October 1946.

Deshmukh, C. D.

*Education for international understanding*. New Delhi, Indian Federation of United Nations Association, n.d. 8p.

Mathews, F. P.

*Education for international understanding*. National Catholic Association Proceedings 1950. p. 61-65.

Parliamentary Group for World Government.

*Education for international understanding: a reference guide to activities in the United Kingdom*. London, Parliamentary Group for World Government, 1960. 50p.

A useful summary of activities undertaken (a) within the school curriculum, or by the Ministry of Education, and (b) outside school and by various voluntary bodies to draw the attention of children and young people to matters of foreign affairs and the way of life abroad.

Saiyidain, K. G.

*Education for international understanding*. Bombay, Hind Kitabs, 1948. 208p. This book is a collection of several speeches of the author, and it includes chapters on Education for peace, Teaching of history for the promotion of internationalism and Internationalism in the educational ideology of Islam.

National Education Association. Committee on International Relations. *Education for international understanding in American schools*. Washington, National Education Association, 1948. 241p.

Suggestions and recommendations by the Committee On International Relations of the N.E.A., the Association for Supervision and Curriculum Development, and the National Council for Social Studies.

Montessori, Maria.

*Education for a new world.* Madras, Kalakshetra Publications, 1959 (1946). 89p.

Butts, Marie.

*Education for peace.* London, Friends' Peace Committee, n.d. 10p.

The booklet lays down some fundamental rules on peace education for children as part of general character training.

Read, Herbert Edward.

*Education for peace.* N. Y., Scribner, 1949. 166p.

Arndt, Christian O., and Everette, Samuel, eds.

*Education for a world society: promising practices today.* N. Y., Harper, 1951. 273p.

Counts, G. S.

*Education for a world society.* John Dewey Society Yearbook, p.315. (11th yearbook)

Masani, R. P.

*Education for world understanding: a handbook of suggestions for teachers.* Bombay, K. & J. Cooper, 1954. 158p.

Masani, R. P.

*Education for world understanding.* Varanasi, Nand Kishore and Bros., 1958. 135p.

Edition in Hindi.

Hart, Joseph K.

*Education in the humane community.* N. Y., Harper, 1951. 172p.

Bibby, Cyril.

*Education in racial and intergroup relations: a handbook of suggestions for teachers.* Paris, Unesco, 1957. 94p.

Hodgkinson, Harold L.

*Education in social and cultural perspectives.* Englewood Cliffs, Prentice-Hall, 1962. 243p.

Guerard, Albert Leon.

*Education of a humanist.* Cambridge (Mass.), Harvard University Press, 1949. 302p.

*Educational Forum.* (Periodical)

Delhi, Central Institute of Education.

Vol. 4, No. 2, April 1961. 40p.

International understanding is the theme of this issue of *Educational Forum* a quarterly journal which presents to teachers of secondary schools, information on educational practices both in India and abroad. Many of the articles in the present issue are based on material specially prepared for the seminar organized by the Indian National Commission at Udaipur in December 1960, on the subject of "Educational methods to develop understanding of the cultures of different regions."

Desai, D. M.

*Evolution of the concept of universalism in education—a study in the development of educational thought.* Baroda, Faculty of Education and Psychology, M. S. University of Baroda, 1961. 60p. (Studies in educational history and administration).

Ward, Barbara.

*Five ideas that changed the world.* N.Y., W.W. Norton, 1959. 188p.

*Formal programmes of international co-operation between university institutions: a report of an international committee of experts (21 August—4 September 1959).* Paris, Unesco, 1960. 39p. (Educational studies and documents—37).

Henderson, James Lomas.

(The) G.E.R. "Vale" lecture: a contribution to Anglo-German understanding, 1942-1958; delivered by James L. Henderson on the 11th Dec. 1958 at 5.30 p.m. in Beveridge Hall, Senate House, University of London, London, Board of Anglo-German Educational Relations, 1960.

Le Viness, Richard D.

*Happy highway to peace.* Boston (Mass.), Christopher Publishing House, n.d.

Kandel, Isaac Leon.

*Intellectual cooperation: national and international.* N. Y., Bureau of Publications, Teachers College, Columbia University, 1944. 78p.

Redden, John D., and Ryan, Francis A.

*Intercultural education.* Milwaukee, Bruce Publishing Co., 1951. 175p.

Vickery, W. S., and Cole, S. G.

*Intercultural education in American schools.* N. Y., Harper, 1943.

Taba, Hilda, and Others.

*Intergroup education in public schools.* Washington, American Council on Education, 1952. 123p.

*International Conciliation.*

N.Y., Carnegie Endowment for International Peace.

The Carnegie Endowment publishes 5 times a year a number of titles in its International Conciliation series concerned with international affairs, many of which touch on international understanding and the work of U.N.

*International co-operation at work.* N. Y., U. N., 1951. 28p. (U. N. Publ. No. 1951. I. 12).

Scanlon, David G., ed.

*International education: a documentary history.* N. Y., Bureau of Publications, Teachers College, Columbia University, 1960. 196p.

Carr, William Guy, ed.

*International frontiers in education.* Philadelphia, American Academy of Political and Social Science, 1944. 180p. (Annals Vol. 235, 1944).

Contains articles on intellectual cooperation, the International Bureau of Education, interchange of students, education for world citizenship, and the psychological foundations of peace.

*International-mindedness of young people.* Tokyo, Japanese National Commission for Unesco, 1953.

This publication describes and analyses the findings of surveys.

Thomson, C. A.

*International situation and its claim on education.* (In National Conference on Higher Education. Current issues in Higher Education, 1950. p. 223-326).

Bailey, Stanley Hartnoll.

*International studies in modern education.* London, Oxford University Press, 1938. 309p.

Describes the beginning of the study of international relations in Great Britain and its value as an educational medium in secondary and adult education. Has appendices on the use of the gramophone, film and radio as auxiliary means.

Laves, Walter H. C.

*International understanding and our schools.* American Association of Colleges for Teacher Education Yearbook 1956. p. 91-103.

*International understanding at school.* (Periodical)

A circular on the Unesco Associated Schools Projects in Education for International Understanding. Paris, Unesco. Mimeograph. No. 1—, 1961—.

Kenworthy, Leonard, S.

*Introducing children to the world: in elementary and junior high schools.* N.Y., Harper, 1956. 268p.

National Education Association and American Association of School Administrators. Educational Policies Commission.

*Learning about education and the peace.* Washington, Educational Policies Commission, 1944. 40p.

National Education Association. Department of Elementary School Principals.

*Learning world goodwill in the elementary school.* Washington, The Department, 1946. 336p.

Cherrington, Ben M.

*Methods of education in international attitudes.* N.Y., Bureau of Publications, Teachers College, Columbia University, 1934. 123p.

Oake, R. B.

*More-effective education for international understanding* (In National Conference on higher education. Companion volume to Current issues in higher education. 1950. p. 63-68).

Whittlesey, E. D.

*More-effective education for international understanding.* (In National Conference on higher education. Current issues in higher education, 1950. p. 118-123).

Cotner, Thomas E., and Grissom, John W.

*A partial bibliography of materials related to international education.* Washington, D. C., U.S. Office of Education, Division of International Education, Teacher Programs Branch, 1954. 104p.

Goodfriend, Arthur.

*Paths of action toward Asian-American understanding and co-operation: a work paper.* Preliminary ed., U.S. National Commission for Unesco, 1957. 54p. (Prepared for Citizen Consultations sponsored by the U.S. National Commission for Unesco).

*Population involved in international education.* Institute of International Education, 1956.

National Education Association. Committee on International Relations. *Promoting international co-operation through education.* Washington, National Education Association, 1938. 31p.

National Education Association. Committee on International Relations. *Promoting world goodwill in high schools and through the activities of teachers organizations.* Washington, National Education Association, 1940, 39p.

Bennur, C. S.

*Promotion of cultural understanding.* Belgaum, N. C. Bennur, 1962. 150p..

Heaton, Margaret, and Helen B. Lewis.

*Reading ladders for human relations.* Washington, American Council on Education, 1947. 67p.

Cleaveland, H.

*Real international world and the academic lag.* N.Y., National Council for Social Studies Yearbook, 1958. p. 172-188.

*Report of Preparatory Conference of Representatives of Universities convened at Utrecht, 2-13 August 1948, by Unesco in collaboration with the Netherlands Government.* Paris, Unesco, 1948, 204p.

Chapter 1, section iv, contains recommendations on education for international understanding.

*Report of a seminar on international understanding and education, 7 July to 13 July, 1959.* Udaipur, Department of Extension Services, Vidya Bhawan Govindram Seksaria Teachers College, 1960. 120p.

Conference on the role of colleges and universities in international understanding, East Park, Colorado, 1949.

*Role of colleges and universities in international understanding.* Washington, American Council on Education, 1949. 137p. (Studies Series I, No. 38, V. 13).



Atlantic Treaty Association.

*Role of the school in the Atlantic community.* N. Y., American Council on NATO, 1956.

Wilson, H. E.

*Role of the university in international relations.* American Academy of Political and Social Science, 1955. p. 86-92. (Annals, 301).

Stoker, Spencer.

*(The) Schools and international understanding.* Chapel Hill, University of North Carolina Press, 1933. 243p.

Kenworthy, Leonard S.

*Schools of the world and education for a world society.* John Dewey Society Yearbook, p. 199-230. (11th year book)

*Schools search for peace: a symposium, including many aspects of education for international understanding.* Educational Leadership, Dec. 1951.

*Strengthening world organization through elementary education. Addresses and reports of a two-week programme specially organized for officers and members of the Department of Elementary School Principals of the National Education Association, meeting in the Department's 8th annual conference, July 8-19, 1946.* N. Y., Syracuse University Press, 1947. 90p.

Shows how world relations can be taught in the elementary schools, points out some of the economic, social and cultural realities and suggests procedures by which they can be integrated in the curriculum.

Kirk, Grayson.

*(The) Study of international relations in American colleges and universities.* N.Y., Council on Foreign Relations, 1947. 113p.

Bullis, H. Edmund, and others.

*Teaching human relations in the secondary schools.* (course no. 1). Manila, Unesco Commission of the Philippines, 1955. 131p. (Publication, no. 8).

Cooke, W. Henry.

*Teaching of international and intercultural understanding in the public schools of California: the report of a study.* San Francisco, International Center of San Francisco, 1946. 82p.

Attempts to show the ways by which racial, cultural, national and religious

bias can be overcome. The study cites practical issues facing the public school system of California.

Preston, Ralph C., ed.

*Teaching world understanding.* N. Y., Prentice Hall, 1955. 207p.

Describes tested procedures for developing understanding of the peoples of the world among American students of all levels.

Kise, Joseph.

*This world in which we live.* Moorhead, (Minn.), Melberg Press, 1943. 35p.

A simple handbook for the teaching of international understanding.

Laves, Walter H. C.

*Toward a national effort in international educational and cultural affairs.* U. S. Advisory Commission on Educational Exchange, 1961. 83p. (Deptt. of State Publications 7238, International Information and Cultural Series, 78).

*Towards world understanding: a selected bibliography.* Paris, Unesco, 1950. 79p. (Towards world understanding, 3).

Bilingual: English-French.

The chief bibliographical reference for publications on world understanding for the use of teachers.

Atlantic Treaty Association.

*Transatlantic understanding in the schools of NATO countries: report of the third Atlantic Study Conference on Education.* London, Atlantic Treaty Association, 1960. 67p.

(The) *Unesco Courier*. (Periodical).

Paris, Unesco.

Vol. 1—, 1948—

Monthly.

Various aspects of the international understanding are treated extensively in the issues of this monthly magazine. Several issues of the *Unesco Courier* have been devoted to the East-West Major Projects and to the Mutual Appreciation of Cultural Values (e.g. June 1956; January and June 1957; April, June and December 1958).

*Unesco in action: Unesco's summer seminar in education for international understanding.* Paris, Unesco., 1947. 8p.

Kandel, Isaac Leon.

*United States activities in international cultural relations.* Washington, American Council on Education, 1945. 102p. (Studies Series I—Reports of Committees and Conferences, Vol. 9, No. 23).

An account of the various types of international cultural relations sponsored in the inter-war period.

Wilson, Howard E.

*Universities and world affairs.* N.Y., Carnegie Endowment for International Peace, 1951. 88p.

Houle, Cyril O., and Nelson, Charles A.

*University, the citizen, and world affairs.* Washington, American Council on Education, 1956. 179p.

Ducet, B., and Rafe-uz-Zaman, eds.

*(The) University today: its role and place in society; an international study* Geneva, World University Service 1960. 333p.

This study which had its origin in an international "conversation" on education in modern university organized in 1938 at Luxembourg by the International Institute of Intellectual Co-operation is conceived as the beginning of a continuing effort to realize a world-wide range of opportunities for confrontations of thought and experience in major issues facing higher education. One of the issues considered is "Should the university contribute to an understanding of cultural values of the contemporary world?"

Martin, Clyde Inez.

*(A) Venture in international understanding.* Austin, University of Texas, 1958. 151p. (Bureau of Laboratory Schools Publication, No. 9).

Taba, Hilda and Deborah, Elkins.

*With focus on human relations: a story of an eighth grade.* Washington, American Council on Education, 1950. 227p.

Briggs, Asa.

*Workers' education for international understanding.* Paris, Unesco, 1954. 42p. (Educational Studies and documents, 8)

Study sponsored by the International Federation of Workers' Association.

National Association of Intergroup Relations Officers. Commission on Education.

*Working with schools through a co-ordinated agency approach.* Detroit, National Association of Intergroup Relations Officers, 1956. (Proc.)

King, E. J.

*World perspectives in education.* London, Methuen, 1962. 380p.

Primarily intended for students, with emphasis on the problems approach, this book deals with the principles of, and persistent problems in education and illustrates them with international examples. The effect on the schools is discussed in relation to the impact of technological change.

Goetz, Delia.

*World understanding begins with children.* Washington, Government Printing Office, 1955. (U. S. Office of Education Bulletin 1949, No. 17). One of the outstanding publications dealing with this theme as it relates to children in the first few years in school.

Washburne, Carleton.

*(The) World's good: education for world mindedness.* N. Y., John Day Company, 1954.

*Youth and peace: some ways of promoting among young people the ideals of peace and international understanding.* Paris, Unesco, 1964. 67p.

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*Czechoslovakia. (Concerning radio programmes for peaceful co-operation). 7 November 1960. 1p.*

(Unesco Document—11 C/DR/57)

*Japan. Methods and materials for education for international understanding. 14 November 1960. 2p.*

(Unesco Document—11C/DR/74)

*United Kingdom. International understanding. 22 November 1960. 1p.*

(Unesco Document—11C/DR/162 Rev.)

*Argentina. (Education for international understanding and co-operation). 22 November 1960. 1p.*

(Unesco Document—11C/DR/171)

*Sweden and Yugoslavia. (Promotion of co-operation between national institutions engaged in studies on problems relating to the conduct of foreign affairs in different countries and to international relations in general). 22 November 1962. 1 p.*

(Unesco Document—12C/DR/95)

*Austria. (Education for international understanding). 3 December 1962. 1p. Rev. in Eng. only.*

(Unesco Document—12C/DR/121 Rev.)

*Education for the world community; report of the working party of the Executive Board. (Paris, 29th January 1952). 5p. Annex incl.*

(Unesco Document—29EX/18)

*International understanding and peaceful co-operation. (Letter concerning resolutions adopted by the Executive Board at its 60th session.). 30th December 1961. 3p. Annex incl.*

(Unesco Document—CL/1533).

*International Committee for the Advancement of Adult Education. Summary record of the first session, Unesco House, 19-27 June 1961. 16 November 1961. 20p. Annex incl.*

C(c)—*Education for international understanding*

(Unesco Document—ED/184)

*Educational planning in Asia. A report of the Unesco Regional Symposium on Overall Educational Planning in Asia. New Delhi, 29 January-23 February 1962. 6 Aug. 1962. 35p. Annexes incl.*

(Unesco Document—ED/194)

*International Committee for the Advancement of Adult Education.*

*Report of the second session, Unesco House, 11-20 March 1963. 29 June 1963, 25p. Annexes incl.*

J. 81-87—*Adult education for international understanding*

(Unesco Document ED/200)

*Working papers of the seminar on education for international understanding, 1947. Paris, Unesco, 1947-48. (Series A & B).*

Sem. Rep./1/1947: *The basic principles of education for international understanding. 22p.*

- Sem. Rep./2/1947: *A realistic approach to education for a world society in secondary schools.* 45p.
- Sem. Rep./8/1947: *An introduction to the problem of education for international understanding.* 19p.
- Sem. Rep./11/1947: *Some persistent problems in the development of inter-group understanding.* 37p.

## ARTICLES

- Actions speak louder.* J. Sewell. Overseas 2 (—) December 1962. p. 15.
- Adult education bridges the gap in the quest for peace: the Washington Conference November 5-8, 1961.* D. C. Berry. Adult Leadership 10 (—) December 1961. p. 180-182.
- American education and international scene.* D. G. Tewksbury. Teachers College Record 60 (—) April 1959. p. 357-368.
- Around the schools and colleges.* Educational Forum 4 (2) April 1961. p. 24-29.
- Aspects of international education.* K. Holland. Association of Governing Boards of State Universities and Allied Institutions Proceedings 1953. p. 39-48.
- Assignment: the world.* L. S. Kenworthy. Educational Leadership 11 (—) January 1954. p. 213-217.
- At home in one world.* J. H. Furbay. National Education Association Proceedings 1950. p. 31-53.
- Attitude development for international understanding.* L. D. Crow. American School Board Journal 127 (—) December 1953. p. 25.
- Attitudes and values: tools or chains?* T. W. Parsons. Educational Leadership 21 (—) March 1964. p. 343-346.
- Call for a booster shot.* L. T. Benezet. Educational Record 42 (—) April 1961. p. 126-129.

- Call to teachers to produce responsible men and women.* Jawaharlal Nehru. Journal of the Mysore State Education Federation 15 (6) September 1961. p. 125-128.
- Challenge of education for one world.* J. H. Furbay. Journal of Home Economics 46 (—) September 1954. p. 449-453.
- Challenge of international education.* C. A. De Young. Phi Delta Kappan 34 (—) June 1953. p. 400-403.
- Challenge of the next ten years.* O. J. Caldwell. Educational Outlook 31 (—) January 1957. p. 43-53.
- Challenge of world responsibilities.* I. L. Kandel. School and Society 77 (—) March 21, 1953. p. 177-180.
- Challenges in international education.* L. S. Kenworthy. Teachers College Record 60 (—) April 1959. p. 392-98.
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*Whose one world?* P. R. Hanna. Educational Leadership 9 (—) April 1952. p. 459-461.

*World understanding at Plattsburgh.* J. H. Hunt. NEA Journal 53 (—) January 1964. p. 29-30.

# TEACHING AIDS AND METHODS

*See also : Curriculum*

## General Works

### BOOKS

*Aids to teaching about the United Nations.* Washington, National Education Association. 1946. 23p.

Contains articles, and lists sources of material about United Nations. Intended primarily for secondary school teachers.

Dratz, Eva M., comp.

*Aids to world understanding for elementary school children.* Minneapolis, Minneapolis Public Schools, 1950. 47p.

Annotated bibliography including stories, readers, history and geography texts, films, radio scripts, addresses of organizations in America and a bibliography of bibliographies.

*Bibliography on the development of an international sense in children.* Paris, International Catholic Child Bureau, 1955. 30p.

Working paper prepared for the 5th Congress of the International Catholic Child Bureau held in Venice in May 1955. It lists books, articles and audio-visual material arranged according to the different themes of the Congress. Major part is devoted to teaching subjects like languages history and geography.

Andrews, K. R., ed.

*Case method of teaching human relations.* Cambridge (Mass.), Harvard University Press, 1953.

Kenworthy, Leonard S.

*Developing world-minded children: resources for elementary school teachers.* Brooklyn College Press, 1951. 36p.

*Education for international understanding: a source unit for teachers of Australian children aged 14-15 years.* Sydney, Australian National Advisory Committee for Unesco, 1957. 121p.

Kenworthy, Leonard S.

*Free and inexpensive materials on world affairs.* Rev. ed. Brooklyn. Brooklyn College Press, 1954. 112p.

Annotated bibliography, including some films, filmstrips and other teaching aids.

Thompson, Elizabeth M.

*Resources for teaching about the United Nations.*

Washington, National Education Association, 1962. 90p.

A resource booklet intended as a practical aid for teachers.

(A) *Study Projects Guide.* London, United Kingdom Committee, Freedom from Hunger Campaign. (Teaching Aid Series no. 2)

Offers suggestions for integrating teaching about the problem of food and hunger at different levels of education.

Banerji, Jogindra Kumar.

*Laying the foundation of 'One World'.* Brunswick, International Text-Book Institute, 1957. 32p.

*Teaching materials and aids in education for international understanding: some suggestions.* Tokyo, Japanese National Commission for Unesco, 1958. 114p.

## DOCUMENTS

*The use of publications for schools in increasing the mutual appreciation of Eastern and Western cultural values. Report of a Seminar held in Wellington, New Zealand, 1-19 February 1960.* (Paris, 21 October, 1960)

17p. Annex incl.

(Unesco Document—ED/176)

## ARTICLES

*Classroom aids for the development of international understanding.* Sister Mary Fidelis. National Catholic Educational Association Proceedings 1950. p. 461-476.

*Educational means and methods of promoting international understanding.* S. R. Dongerkery. Journal of Education and Psychology 15 (4) January 1958. p. 209-218.

*Teaching about the world: elementary.* C. Crabtree. Educational Leadership 21 (—) March 1964. p. 355-357.

*Teaching about the world: secondary.* L. S. Kenworthy. Educational Leadership 21 (—) March 1964. p. 358-360.

*Try an armchair world tour.* R. N. Wild. New York State Education 49 (—) May 1962. p. 35-36.

*What international understanding means to Abdul.* P. E. Smith. Clearing House 31 (—) February 1957. p. 365-366.

## Textbooks

### BOOKS

*Better history textbooks.* Paris, Unesco, 1951. 29p. (Unesco and its programme, 6.)

A brief but clear account of the seminar organized by Unesco in 1950 on the improvement of text books, particularly history text books. Gives the outlines of discussions of the study groups followed by summaries of main conclusions.

*Bilateral consultations for the improvement of history textbooks.* Paris, Unesco, 1953. 47p. (Educational studies and documents, 4).

Describes the work carried out since the end of the Second World War by bilateral committees or bodies whose task has been to frame recommendations after a critical study of text books, for improving them with a view to the better mutual understanding of the countries concerned.

It is a sequel to the publication 'A handbook for the improvement of textbooks and teaching materials' issued by Unesco in 1949.

(A) *Handbook for the improvement of textbooks and teaching materials as aids to international understanding.* Paris, Unesco, 1949. 172p.

Eckert, Georg.

*History instruction and international understanding: problem of international text-book improvement.* Trans. by R. La Follette. National Council for Social Studies Yearbook 1954. p. 431-440.

Lauwerys, J. A.

*History textbooks and international understanding*. 2nd ed. Paris, Unesco, 1958. 82p. (Towards world understanding, 11)

A short book of suggestions on the improvement of history textbooks as an aid to international understanding based on the discussions and conclusions of the Unesco seminar on improvement of textbooks, held at Brussels in 1950.

Eckert, Georg.

*Improvement of textbooks in world perspective* (In Year Book of Education, London, Evans Brothers, 1960. p. 577-585)

Vigander, Haakon.

*Mutual revision of history textbooks in the Nordic countries*. Paris, Unesco, 1950. 36p.

An account of the work of the "Norden" associations on history textbook revision.

*New Zealand school publications branch*. Paris, Unesco, 1957. 46p. (Educational studies and documents, 25)

*Primary school textbooks. Preparation. Selection. Use*. Paris, Unesco; Geneva, International Bureau of Education, 1959. 245p. (Unesco-IBE Publication, 204)

*Report of a survey of school textbooks in Japan, 1954*. Tokyo, Japanese National Commission for Unesco, 1956. 187p.

A survey of the treatment of various European countries in text books in use in Japan.

*Reports from four countries on school textbooks and international understanding: New Zealand, Norway, Switzerland, USA*. Paris, Unesco. Mimeograph.

*School textbooks in Japan: a report of a survey from the stand point of education for international understanding and cooperation*. Tokyo, Japanese National Commission for Unesco, 1958. 203p.

The survey, which was conducted by members of the National Institute for Educational Research in Japan, covers both geography and history textbooks, including books devoted to human geography and to world history.



Canada-United States Committee on Education.

(A) *Study of national history textbooks used in the schools of Canada and the United States.* Washington, American Council of Education, 1947. 81p. The purpose of this study was to discover the extent to which history textbooks used in the schools of Canada and the U.S.A. help the people of the two countries to know and understand each other, and to offer recommendations based on the facts discovered for the improvement of these textbooks.

*Textbook and teacher: report of a meeting on Unesco's Orient-Occident Project, New York City, 8 February, 1963; sponsored by the U.S. National Commission for Unesco in cooperation with the National Council for the Social Studies and the American Textbook Publishing Institute.* Washington, U.S. National Commission for Unesco, n.d. 30p.

Quillen, I. James.

*Textbook improvement and international understanding.* Washington, American Council on Education, 1948. 78p.

Mainly a summary of textbook studies in the U.S.A.

*Textbooks and international understanding.* Paris, Unesco, 1959. 26p. (Education Abstracts, Vol. 11, No. 4-5, April-May, 1959)

*Textbooks, their examination and improvement: a report on international and national planning and studies, prepared by European Affairs Divisions.* Washington, U.S. Library of Congress. Reference Department, 1948. 155 p.

Brings up to date the study published in 1933 by the International Institute of Intellectual Cooperation, "School Textbook revision for international cooperation."

*Treatment of Asia in American textbooks.* N.Y., American Council on Education, 1946. 104p.

Prepared under the direction of the Committee on Asiatic Studies, American Council on Education, and the American Council, Institute of Pacific Relations, this survey is based on findings made by experts, who consulted a total of 108 textbooks in geography, world history, U.S. history, civics and modern problems.

## DOCUMENTS

*(The) Treatment of Asia in Western textbooks and teaching materials.* Paris, Unesco, 1956. 23p.

(Unesco Document—ED/147)

This document summarizes the observations and conclusions of the committee of educators from 16 countries convened in May 1956 by the Director General of Unesco, to study the question of the improvement of teaching in Western schools about Asian peoples and civilizations and to exchange ideas on the problems involved in the better presentation of the history, geography, life and cultures of these peoples.

*(The) Treatment of the West in textbooks and teaching materials of South and East Asia. Report of a meeting of experts.* Tokyo, 22 September—4 October 1958. (Paris, 20 November 1958) 24p. Annex incl.

(Unesco Documents—ED/163)

This document supplements the report of the meeting of experts on The treatment of Asia in Western Textbooks (Unesco/ED/147)

## ARTICLES

*Text-books: new ideas and responsibilities.* M. Mujeeb. *Journal of Education and Psychology* 20 (2) July 1962. p. 50-55.

*Textbooks contribute to world understanding.* I. T. Quillen. *Educational Leadership* 8 (—) October 1950. p. 36-40.

## Audio-Visual Aids

*Audio-visual aids for international understanding.* Washington, World Confederation of Organizations of the Teaching Professions, 1958. v.p. Processed.

A listing of more than 1200 films, filmstrips, slides and records, selected mainly by national teachers associations, to present life in their own countries. Forty nations from all the continents are represented. Includes a directory of government and private sources in 35 countries where audio-visual aids may be obtained.

Bear, Nellie, L., comp.

*Catalogue of films about the United Nations.* N. Y., American Association

for the United Nations, 1962. 29p.

A list describing about 50 films related to the U.N., and its Specialized agencies, issues facing the U.N., and information films about member countries.

(A) *Catalogue of United Nations films*. New Delhi, U. N. Information Centre, nd. 32p.

Seager, George.

*Choice and care of filmstrips in fundamental education*. London, Film Centre, 1950. 19p. (Film Centre educational pamphlets, 4)

Gillieran, C.

*Exchange of radio scripts*. (In Year Book of Education. London, Evans Brothers, 1960. p. 572-576.)

*Films, filmstrips, slides on the world wide programs of Unesco and Agencies with related programs*. Washington, U.S. National Commission for Unesco, 1961. 16p.

Dale, E.

*Instructional materials in community education*. National Society for the Study of Education Year book 1958. pt. 1. p. 283-304.

Jangbloed, H. J. L.

*International exchange of films*. (In Year Book of Education. London, Evans Brothers, 1960. p. 569-572)

Holmes, Barin.

*New media and the promotion of international understanding*. (In Year Book of Education. London, Evans Brothers, 1960. p. 565-566)

*Our United Nations; including a guide for the filmstrip "For lasting peace."* Sydney, Commonwealth Office of Education, 1952. 15p.

Indiana University. Division of Adult education and Public Services. Audio-Visual Centre.

*Selected films for world understanding*. The Centre, 1955.

*The U.N. and education*. Washington, National Education Association, Committee on International Relations, 1962. 1 leaf.

This leaflet annotates five informational films about the U.N. and educational aspects of its program.

Jong, H de.

*Unesco Programme for audio-visual media in schools.* (Year Book of Education. London, Evans Brothers, 1960. p. 566-569)

## ARTICLES

*Audio-visuals help develop attitudes.* A. L. Goldberg. Instructor 68 (—) January 1959. p. 71.

*Drama and discussion in international understanding.* Speech Association of America. Quarterly Journal of Speech 36 (—) October 1950. p. 343-350.

*Film slides on a kindergarten international unit.* Sister Mary Agnes Therese. National Catholic Educational Association Bulletin 59 (—) August 1962. p. 466-467.

*Intergroup relations on your screen.* E. G. Olsen. Social Education 23 (—) March 1959. p. 107-110.

*Public speaking and dramatics as aids to international understanding.* A. Blum. National Catholic Educational Association Proceedings 1959. p. 316-319.

*What can school films do for peace?* H. E. Coppen. Educational Screen 30 (—) March 1951. p. 103+.

# CURRICULUM

## General Works

### BOOKS

Wilson, H. E., and Collings, M. R.

*Education for international understanding.* National Society for the Study of Education Yearbook 1956. pt. 2. p. 238-255.

Kandel, Isaac L., and Whipple, Guy Montrose., eds.

*International understanding through the public-school curriculum.* Bloomington, Public School Publishing Company, 1937. 406p.

Kenworthy, Leonard S., ed.

*International understanding through the secondary school curriculum.* Bulletin of the National Association of Secondary-School Principals, Vol. 40 No. 224, December 1955. 303p.

Complete issue devoted to this subject; shows how secondary schools can encourage international understanding.

*Primary school syllabuses: understanding the world, social studies in history and geography.* Wellington (New Zealand), Department of Education, 1954. 23p.

One of the aims of this syllabus is to awaken the interest of children in the physical setting of the neighbourhood, country and world in which they live.

Everett, S., and Arndt, C. O.

*Role of education.* John Dewey Society Yearbook. p. 250-263. (11th Yearbook).

*Toward better international understanding: a manual for teachers.* N.Y. Board of Education of the city of New York, 1960. 253p.  
(Curriculum bulletin, 1959-60, series—no. 4.)

This manual is one of many curriculum guides and bulletins, that offer help to the teacher of world affairs. Identifies 10 basic concepts, charts the appropriate grade level for their focus in relation to children's comprehension, and develops these concepts in terms of curriculum objectives, sample units and graded activities.

## DOCUMENTS

*Report on the third session of the International Advisory Committee on the School Curriculum.* Paris, 29 September - 11 October 1958. (Paris, 31 March 1959). 25p.

(Unesco Document—ED/165)

*Report of the fourth session of the International Advisory Committee on the School Curriculum, Unesco House, 31 August - 11 September 1959.* 29 April 1960. 16p. (Chap. 4.3)

(Unesco Document—ED/171)

*Report of the fifth session of the International Advisory Committee on the School Curriculum, Unesco House, 26 September - 7 October 1960.* 24 March 1961. 14p. annex. (Chap. 4.)

(Unesco Document—ED/179).

## ARTICLES

*Cross-cultural components in the curriculum.* M. Boyd. *Educational Leadership* 19 (—) May 1962. p. 504-509.

*Curriculum proposals for international education.* L. A. Hanna. *Educational Leadership* 8 (—) October 1950. p. 18-22.

*Education for the improvement of human relationships at the international level.* J. W. Gardener. *North Central Association Quarterly* 26 (—) October 1951. p. 161-167.

*International understanding through the secondary school curriculum.* L. S. Kenworthy. *Bulletin of the National Association of Secondary-School Principals* 40 (—) December 1956. p. 9-247.

*National patriotism and international understanding.* I. L. Kandel. *School and Society* 76 (—) October 11, 1952. p. 234-235.

*Resources for use in the school's search for peace.* H. W. Hefferman. *Educational Leadership* 9 (—) December 1951. p. 202-204.

*World understanding for children.* H. C. Wood. *California Journal of Elementary Education* 19 (—) November 1950. p. 77-121.

# Specific Subjects

## LANGUAGES AND LITERATURE

### BOOKS

*Children's literature and international understanding : report on the 8th Congress of the International Board on Books for Young People, held in Vienna from 3-5 October, 1963.* IBBYP, n.d. 22, 8p.

### ARTICLES

*Foreign language teaching and intercultural understanding.* W. H. Starr. *School and Society* 81 (—) March 19, 1955. p. 10-11.

*Foreign languages and intercultural understanding.* T. Anderson. *National Elementary Principal* 36 (—) February 1957. p. 32-35.

*How can the study of Spanish and Portuguese contribute to better intercultural and inter-American understanding?* M. C. Johnston. *Hispania* 40 (—) March 1957. p.131-135.

*Language and the experiment in international living.* E. M. Eaton. *Modern Language Journal* 41 (—) November 1957. p. 330-331.

*Language in intergroup and international relations.* M. M. Bryant. *Teachers College Journal* 24 (—) December 1952. p. 41-45.

*Modern languages and general education.* E. E. Bohning. *Modern Language Journal* 40 (—) April 1956. p. 195-198.

*Modern language as a contributory factor in international understanding.* Sister Francois. *National Catholic Educational Association Proceedings* 1956. p. 365-371.

*Modern languages as instruments for improving international understanding.* G. Weigel. *National Catholic Educational Association Proceedings* 1950. p. 177-178.

*Role of foreign languages in international understanding.* T. Andersson. *Bulletin of National Association of Secondary-School Principals* 41 (—) December 1957. p. 56-62.

*Study of literature: aid to international understanding.* Times Educational Supplement —(2035) April 30, 1954. p. 415.

*Teaching of modern languages and intercultural understanding.* Modern Language Journal 39 (—) April 1955. p. 197-200.

## NATURAL SCIENCES

### BOOKS

*Combating prejudice through science teaching.* Washington, D.C., National Education Association, 1952.

Conant, J. B.

*Modern science and modern man.* N. Y., Columbia University Press, 1954.

Evans, Hubert M., and others.

*Operation atomic vision: a teaching-learning unit for high school students.* Washington, National Association of Secondary-School Principals, 1948. 95p.

International Federation of Teachers' Associations.

*(The) Place of science in compulsory education. Reports of the National Associations presented at the 28th Conference of Delegates, Paris, from July 26 to 29, 1959.* Mimeograph.

Vernal, J. D.

*(The) School function of science.* London, Routledge, 1946.

Hogben, Lancelot.

*Science and the citizen.* London, Allen and Unwin, 1945.

Barber, Bernard.

*Science and social order.* London, Allen and Unwin, 1945.

Cable, E. J., and others.

*Science in a changing world.* N.Y., Prentice Hall, 1946.

*Unesco source book for science teaching.* 7th imp. Paris, Unesco, 1959. 220p.

Published in USA as: *700 science experiments for everyone.*

Edition also in Hindi



## ARTICLES

*International understanding through science education.* S. C. Parikh and G. B. Shah. *Progress of Education* 38 (3) October 1963. p. 93-100.

*Science and international understanding.* Brother Bernard Gregory. *National Catholic Educational Association Proceedings* 1950. p. 361-364.

*Science and international understanding.* F. C. Stakman. *School Science and Mathematics* 52 (—) January 1952. p. 11-18.

*Science education and world understanding.* G. G. Mallinson. *School Science and Mathematics* 52 (—) October 1952. p. 531-538.

## MATHEMATICS

### ARTICLES

*Teaching mathematics for international understanding.* R. N. Mehrotra. *Educational Forum* 4 (2) April 1961. p.21-23.

## GEOGRAPHY AND HISTORY

### BOOKS

*Are our children learning history with a slant?* Unesco Courier 9 (3) March 1956.

Complete (special) issue.

Rotter, George E., ed.

*Building international understanding through the study of geography and the United Nations.* Lincoln, Nebraska, Department of Public Instruction, Division of Supervision and Curriculum, 1952. 76p.

A group of educators in Nebraska worked to process a scheme by which teaching about the U.N. could be incorporated in the normal teaching programme of geography.

Chaudhury, K. P.

*Content of history in Indian schools.* Delhi, Ministry of Education, 1954. 45p.

The author states the aims of history teaching in Indian schools, and on the basis of these, constructs a syllabus for the first ten grades.

Hunt, J.W., ed.

*English history through foreign eyes.* London, Historical Association, 1954. 31p.

This pamphlet contains translations of passages from text books currently in use in different countries of the world treating various aspects of English history over a period of eight centuries.

Kohn, Clyde.

*Geographic approaches to social education.* Washington, National Council for the Social Studies, 1948.

Wood, Grace A.

*Geography in schools.* London, Blackie, 1957. 181p.

For students in training colleges and young teachers; Part III is devoted to showing teachers how to develop "a sound and just international sentiment" in children through teaching of geography in the primary schools.

Briault, E. W. H., and Shane, D. W.

*Geography in the secondary school.* 2nd ed. Sheffield, Geographical Association, 1955. 41p.

Intended for secondary school teachers; includes chapters on the place of geography in the field of education, the contents and organization of the geography course and the principles and characteristics of good geography teaching.

*Geography teaching.* Paris, Unesco, 1961. 58p. (Education Abstracts, Vol. 13, No. 1., 1961).

*Geography teaching for international understanding.* Paris, Unesco, 1951. 37p. (Unesco and its programme, 7.).

Cons, G.J., ed.

*Handbook for geography teachers.* London, Methuen, 1955. 448p.

Prepared by the standing Sub-Committee in Geography, London University, Institute of Education. A chapter in the first section is devoted to geography and the development of international understanding.

Sharrad, T. W.

*Handbook of geography for African intermediate school.* Nairobi, East African Literature Bureau, 1956. 2Vols.

Intended for teachers of geography in the four years of the African intermediate schools.

*Handbook of suggestions on the teaching of geography.* 4th imp. Paris Unesco, 1958. 103p. (Towards world understanding, 10).

Unesco organized in the summer of 1950 at Montreal an international study conference on the teaching of geography as a means of developing international understanding. Analyses the suggestions made by the participants.

*History, geography and social studies: a summary of school programmes in fifty-three countries.* Paris, Unesco, 1953. 115p.

Parliamentary Group for World Government.

*History syllabuses and a world perspective: a comparative survey of examination of syllabuses in Britain and overseas.* c/o House of Commons, London, W.1., Parliamentary Group for World Government, 1962. 79p. (Education for world understanding booklets—no. 2).

The survey of examination syllabuses for history and social studies has been compiled as an indication of how far international understanding is encouraged by the kind of studies involved, and is an aid in deciding what changes can and should be made in the teaching of history and related subjects in the interests of global survival.

Dance, E. H.

*History without bias?* London, Council of Christian and Jews, 1954. 57 p.

This pamphlet, described as "a text book survey of group antagonism" summarizes the results of a 2-year enquiry to determine whether in any country—Britain in this instance—a fair and adequate treatment is accorded in history textbooks to the different human groups.

West, Edith, ed.

*Improving the teaching of world history.* Washington, D.C., National Council for the Social Studies, 1949. 275p. (20th Yearbook).

Published to emphasize the need for more an better teaching of world history in schools in the U.S.A. Contains specific suggestions.

*International Review of Education.* Hamburg, Unesco Institute for Education.

In Vol. 4, No. 4. 1958 (p. 440-459), author Saul B. Robinsohn, examines the extent to which history syllabuses in use in several countries are suited to developing our historical sense and international understanding in keeping with modern needs.

International Geographical Union. Commission on the Teaching of Geography in Schools.

*Report of the Commission on the Teaching of Geography in Schools. 18th International Geographical Congress, Rio de Janeiro, 9-18 August 1956.* N.Y., International Geographical Union, 1956. 32p.

*Some suggestions on the teaching of geography.* Paris, Unesco, 1950. 98p. (Towards world understanding, 7.)

Hill, C. P.

*Suggestions on the teaching of history.* Paris, Unesco, 1953. 117p. (Towards world understanding 9.)

Report of the international seminar organized by Unesco at Sevres, near Paris, in the summer of 1951, to discuss the teaching of history as means of developing international understanding. The author has analysed the suggestions made by participants and interpreted their conclusions, incorporating many suggestions made by experts from various countries.

Davies, T. Ivor.

*Teaching about the orient.* Paris, Unesco, 1961. 31 p.

Short booklet prepared by the supervisor of the Associated Schools Project in the United Kingdom, gives general consideration to the need for greater understanding between East and West and the teachers' part in its development.

*(The) Teaching of geography within the framework of compulsory education and international understanding.* Lausanne, International Federation of Teachers Association, n.d. 45p. Processed.

In this report 14 countries have replied a questionnaire sent out by the I.F.T.A., on the teaching of geography as a means to promote international understanding.

## ARTICLES

*Are the so-called histories historical?* A. S. Venkataraman. Educational India 23 (5) November 1956. p. 148-150.

*(The) Challenge of history.* S.V. Chittibabu. Educational Forum 4 (2) April 1961. p. 8-12.

*Geography and international understanding.* Sister Mary Ursula. Journal of Geography 54 (—) April 1955. p. 167-174.

*Geography and world citizenship.* J. R. Smith. Social Education 21 (—) May 1957. p. 205-206+.

*Geography as a gateway to international understanding.* Sister Mary Ursula. National Catholic Educational Association Bulletin 47 (—) November 1950. p. 19-30.

*History: guide to a world perspective.* L. R. Perry. Overseas 2 (—) January 1963. p. 15-17.

*History textbooks and international understanding.* Herbert J. Abraham. School World 21 (10-11) October-November 1956. p. 141-146.

*(The) New history in the schools of Europe and Asia.* E. H. Dance. Shiksha 9 (1) July 1956. p. 96-109.

*Role of geography at the mid-century.* G. H. T. Kimble. Journal of Geography 50 (—) February 1951. p. 45-54.

*Shri Nehru on the writing of history.* Educational India 22 (—) January 1956. p. 243.

*Study of international cultural relations.* W. W. Brickman. Institute of International Education News Bulletin 29 (—) May 1954. p. 19-21.

*Studying other countries.* L. S. Kenworthy. Social Education 23 (—) April 1959. p. 159-162.

*Unesco seminar on the teaching of history to develop world understanding*  
U. Michaelis. California Journal of Secondary Education 26 (—) December 1951. p. 450-457.

*World citizenship through history.* T. N. Dhar. Educational India 23 (5) November 1956. p. 143-148.

## PHILOSOPHY

### BOOKS

*Teaching of philosophy: international enquiry.* Paris, Unesco, 1953. 230p

## ARTS

### BOOKS

*International listing of teaching materials in art education.* 3rd rev.enl. ed. International Society for Education Through Art, 1959. 88p.

*Man through his art;* ed. by Anil de Silva and others. London, Educational Productions Limited.

Vol I. *War and Peace.* 1963. 64p.

Sponsored by the WCOTP and published with the financial help of Unesco, this series constitutes a "valuable aid in the hands of teachers everywhere in furthering mutual appreciation of Eastern and Western cultural values."

### ARTICLES

*Art and international understanding.* D. J. Early. National Catholic Educational Association Proceedings 1950. p. 358-360.

*Art as an aid to understanding.* P. C. Degenhart. School Arts 53 (—) December 1953. p. 22-26.

*International understanding through the art of children.* M.A. McKibbin. School Arts 53 (—) May 1954. p. 5-9.

*Javanese music for American children.* E. May and M. Hood. Music Educators Journal 48 (—) April 1962. p. 38-41.

*Music for international understanding.* Pedro F. Abella. Unesco Philippines 2 (7) July 1963. p. 3-4.

## SOCIAL SCIENCE

### BOOKS

Council for Cultural Co-operation of the Council of Europe.

*Civics and European education at the primary and secondary level.* Strasbourg, Council of Europe, 1963. 150p.

*(The) Contribution of social sciences in social work training.* Paris, Unesco, 1961. 90p.

Report of a United Nations—Unesco Meeting of Experts, Paris, 4-13 July 1960.

Taba, Hilda and Van Til, William, eds.

*Democratic human relations: promising practices in intergroup and intercultural education in the social studies.* Washington, National Council for the Social Studies 1945. 366p. (16th yearbook).

*Education for living in a world community through the social studies; teachers' guide.* Manila, Unesco National Commission of the Philippines, 1955. 24p. Appendix (Publication No. 9.)

Seminar on the role of the social studies in education for living in a world community, Rizal Hall, U.P., Padre Paura, Manila, 6-18 September 1954. The annexes include sample units of teaching international friendship in the primary and secondary schools.

Bottomore, T. B.

*Introduction to sociology: guide book for teachers of sociology in India.* 359p. Mimeograph. Draft.

National Education Association. Educational Policies Commission.

*Learning the ways of democracy: a case book in civic education.* Washington, National Education Association, 1940.

*Manual for social education for international understanding.* 3rd ed. Tokyo, Japanese National Commission for Unesco, 1962. 299p.

This manual explains the significance and objectives of education for international understanding and co-operation.

Round Table Conference on the Teaching of the Social Sciences in South Asia, Delhi, 15-19 February 1954.

*Papers and proceedings . . .* New Delhi, Unesco South Asia Science Co-operation Office, 1954. 117p.

*(The) Social sciences.* Paris, Unesco, 1955. 64p. (Unesco and its programme, 12.)

International Federation of Secondary Teachers.

*(The) Social sciences in secondary schools.* Paris, Unesco, 1955. 60p. (Reports and papers in the social sciences, 4.)

Brimble, Lionel J. F., and May, Frederick J.

*Social studies and world citizenship: a sociological approach to education.* 2nd ed. London, Macmillan, 1945. 158p.

Discusses the objectives of world citizenship and the contributions that can

be made by literature, science, religious education, history, geography, the arts and physical education. Includes a chapter on the responsibilities of teachers in relation to world citizenship.

Henry, Nelson B., ed.

*Social studies in the elementary school*. Chicago (Illinois), National Society for the Study of Education 1957. 320p. (56th yearbook. pt. 2)

Price, C. A., and others.

*Some studies in education of immigrants for citizenship: Australia, Brazil, Canada, Israel*. Paris, Unesco, 1955. 46p. (Educational studies and documents, 16.)

Anderson, Howard R., ed.

*Teaching critical thinking in the social studies*. Washington, National Council for the Social Studies 1942. 175p. (13th yearbook).

*(The) Teaching of citizenship and international understanding*. Lausanne, International Federation of Teachers Association, 1958. 45p. Processed. This pamphlet gives the national answers to a questionnaire on the teaching of citizenship and international understanding during the period of compulsory education. It was presented and discussed as one of the topics at I.F.T.A.'s Rome Congress in 1958.

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## United Nations and Specialized Agencies

### United Nations

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*See also Human Rights; Further Reading—articles;*

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Abridged translation by Marc Butts. Depicts achievements and points out failures of previous attempts at creating international bodies concerned with education on a worldwide scale.

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*Human nature and enduring peace.* Boston, Houghton Mifflin, 1945. 475p.  
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*(The) Proper study of mankind.* N.Y., Harper, 1948.

*(A) Reading guide to Asia for teachers.* Washington, World Confederation of Organizations of the Teaching Profession, 1959. 26p.

An up-to-date listing of books dealing with the history and culture of lands and peoples in the geographical area from Japan to Pakistan. Geared to the special needs of the conscientious school teacher in many lands, this introductory bibliography places special emphasis on works which can be read with pleasure as well as profit.

Mendonca, Aurel.

*Reflexion on world peace.* Bangalore Press, 1953. 90p.

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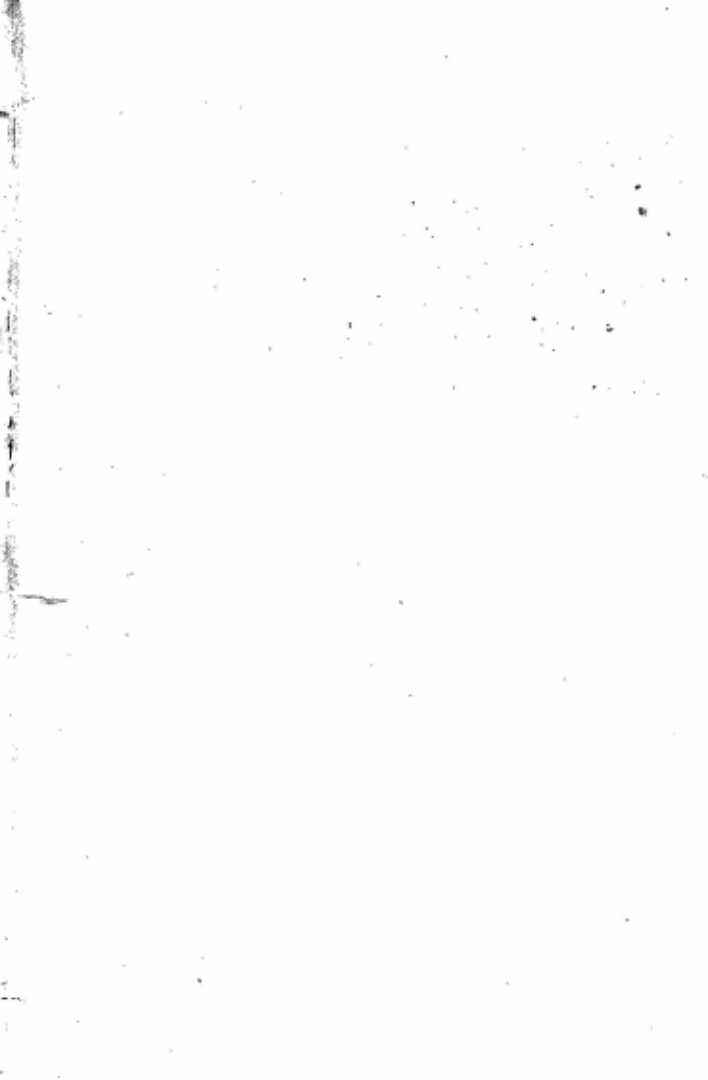
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